



North County High School School Improvement Plan

Goal: To ensure that every student meets or exceeds standards as achievement gaps are eliminated.

Indicator #1

80% of kindergarten and first grade students will reach Core as indicated by their spring DIBELS composite score.

Indicator # 2

50% of all students in each student group in grades 3–8 will be performing at the Advanced level on the Maryland standardized tests in Reading and Math.

Indicator #3

80% of all students in each student group will have completed at least one World and Classical Language course by the end of their eighth grade year.

Indicator # 4

80% of all diploma-bound high school seniors in each student group will have completed at least one AP/IB or Honors course.

Indicator #5

100% of all diploma-bound high school seniors in each student group who have been enrolled in at least one AP/IB course will have taken an AP/IB examination.

Indicator #6

75% of all diploma-bound high school seniors in each student group who have taken an AP or IB examination will have earned 3 or better on an AP examination or 4 or better on the IB examination.

Indicator #7

75% of all diploma-bound high school seniors in each student group, in each high school, will take the SAT, ACT, or a Maryland Industry Certification.

Indicator #8

80% of all secondary students in each student group **will receive fewer than two referrals.**

95% of all secondary students in each student group **will receive fewer than six referrals.**

Indicator #9

Indicator #10

90% of all secondary students in each student group **will not be suspended** from school



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Statement of Need: In the 16-17 school year, 82 of our first time ninth graders did not articulate to tenth grade. Of those 82, 28 received 3 or less credits.

In the 16-17 school year, 89.58% of North County's first time ninth graders enrolled in AACPS by September 30th were promoted (473 students out of 528).

Goal: 90% of all ninth grade cohort students will articulate to tenth grade at the end of SY18. 93% of all ninth grade students will articulate to tenth grade by the end of SY18.

Action Steps	Professional Development and Resources	Monitoring Implementation <ul style="list-style-type: none"> • Timeline • Person(s) Responsible 	Monitoring Effectiveness <ul style="list-style-type: none"> • Timeline • Person(s) Responsible
Implement a 9th grade charter team, to increase articulation through high school in four years. The 9 th grade charter will focus on: <ul style="list-style-type: none"> • Reviewing ninth grade data (grades, attendance, and discipline) • Ninth grade engagement strategies <ul style="list-style-type: none"> ○ Total Pupil Response Strategies ○ Student Choice ○ Purposeful Movement 	<ul style="list-style-type: none"> • Professional Development at Instructional Coaches and then Department Meetings on 9th grade engagement strategies • Counselor created lesson around credits, summer school, and the promotion process 	<ul style="list-style-type: none"> • Monthly grade pull of all 9th grade students (Berish) • Monthly monitoring of student attendance (PPW) • Quarterly monitoring of grades/behavior/credits/quarterly assessments (Anna Harding, Administrator of Data Accountability) 	<ul style="list-style-type: none"> • Administration, Instructional Coaches, and Charter members will report data from ninth grade walkthroughs in order to determine next action steps for Professional Development • Weekly attendance meetings with Counselors, PPW and administration to monitor and

<ul style="list-style-type: none"> • Ways for ninth grade students to understand the high school process • Ways to engage ninth grade families 	<ul style="list-style-type: none"> • Protocols for engaging ninth grade families 	<ul style="list-style-type: none"> • Walkthrough Data (Administration, Instructional coaching team and Charter members) • School Counselors deliver two counseling lessons involving Naviance to 9th grade students • Summer attendance meetings with administrator, PPW, and parents of incoming and repeat ninth grade students with 18 or more unexcused absences in 16/17 • Invite parents of students earning below 70% to parent conferences (ninth grade teachers) 	<p>track attendance of ninth grade students at-risk due to attendance (18 more unexcused absences in middle school)</p> <ul style="list-style-type: none"> • Sign-in GoogleDoc for Parent Conferences to monitor parent attendance
<p>Implement the 9th grade cohort to increase the articulation through high school in four years for our most at-risk students as identified through middle school data and middle school counselor recommendations:</p> <ul style="list-style-type: none"> • Project-based interdisciplinary curriculum in cohort classes • Building community • Weekly 9th Grade Cohort Collaborative Planning Meetings • Hand-scheduling cohort students for their 9th grade courses based on 8th grade interviews 	<p>Cohort teachers will have Interdisciplinary planning days (one over the summer and once a quarter) to develop interdisciplinary units and/or projects. (10/11,</p> <p>Getting the ninth-grade cohort teachers trained on Restorative Practices.</p> <p>Scheduling a weekly afterschool meeting for ninth grade cohort teachers to discuss student progress</p>	<ul style="list-style-type: none"> • Walkthrough Data (Administration and Instructional Coaches) • The school's Social Worker, Bill Law, will conduct weekly community building circles in ninth grade English 9 cohort classes • Create Individual Success Plans (ISP) including student created goals for students not meeting success (McVey, Hoens) 	<p>Ninth grade cohort teachers will report data about student performance on interdisciplinary unit and/or project at weekly meeting</p> <ul style="list-style-type: none"> • Hoens and McVey will update ninth grade cohort teachers on students' grades on a monthly basis in order to determine what students are failing one or more classes and determine interventions needed • Quarterly monitoring of grades/behavior/credits/quarterly assessments/parent contact in Excel 365 doc. (9th grade cohort teachers, McVey, Hoens)



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Statement of Need: School wide data indicates a slight increase in positive climate including 3% decrease of referrals for all students, 8% decrease for African American students, 4% decrease for FARMS students and a 14% decrease for students receiving special education services. The data indicates a positive trend in academic climate due to the interventions implemented over the course of the 2016-2017 school year.

Goal(s):

- 80% of the students in each student group will have fewer than 2 major referrals
- 95% of the students in each student group will receive fewer than 6 referrals
- 90% of the students in each student group will **not** be suspended from school

Action Steps	Professional Development and Resources	Monitoring Implementation <ul style="list-style-type: none"> • Timeline • Person(s) Responsible 	Monitoring Effectiveness <ul style="list-style-type: none"> • Timeline • Person(s) Responsible
<p>Consistent support and implementation of proactive PBIS practices to create a positive, safe, engaging and orderly learning environment.</p> <p>Improve faculty understanding and implementation of PBIS elements, especially new hires, in order to implement positive learning practices consistently.</p>	<ul style="list-style-type: none"> · Professional learning sessions on restorative practices especially as a proactive approach · Teach/review the PBIS system to new and returning teachers via targeted 	<ul style="list-style-type: none"> · Faculty participation in PBIS program via use of walk-through tool. (Admin Liaison) · Student participation in PBIS positive activities and rewards (PBIS team) · Discipline and suspension data to include: referrals, 	<ul style="list-style-type: none"> · PBIS Classroom Matrix · PBIS Action Plan · Faculty & student recognition plan, schedule, & materials · PBIS Posters – STAND Tall & Mission and Vision for all classrooms and

<p>Focus on engaging classroom experiences to create a positive learning environment.</p> <p>Identify individual students in need of strategies for secondary and tertiary interventions in order to maintain an active role in their education</p>	<p>sessions and monthly faculty meetings</p> <ul style="list-style-type: none"> · Peer to Peer Walkthroughs conducted with use of the walkthrough tool 	<p>teacher intervention log, discipline ladder(Admin Liaison)</p> <ul style="list-style-type: none"> · Students’ participation in restorative practices (Trained Staff) · Monitor sign-in logs for DMR and ISI. (Admin Liaison) · Monitoring of discipline and academic data for ALT 1 students & Behavior Interventionist’s caseload (Behavior Support Team) 	<p>public space (e.g. café, front office, halls, etc.)</p> <ul style="list-style-type: none"> · PBIS Advisory themes and lessons for students & staff: back-to-school, mid-year check, faculty meetings, PDs, Thriving Thursdays · Restorative Practice procedures · PBIS Walk-through tool · Staff surveys
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	<p>Instructional Coaching from DC</p> <p>Right Start Advising for Novice Teachers</p> <p>Implement a learning strategies course in the alternative education program and for other identified students</p> <p>Regular meeting and planning of support</p>	<p>Use of early warning indicators to identify students in need of interventions (RST)</p> <p>Attendance and Tardy Data (RST) - Weekly attendance meetings with admin/counselor/PPW 9th grade focus. Community ambassadors to connect with students at risk for attendance issues. (PPW and Megan Lewis)</p>	
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personnel (Behavioral Intervention Support Specialist)

Pupil Personnel Worker presentation during opening week to entire staff

Faculty PD on engaging strategies with walk-through follow-up

1st Quarter focus of **STUDIOUS** behaviors with daily, weekly & monthly incentives for attendance & being punctual to class

Summer meetings with incoming freshmen at risk for attendance issues (PPW & Admin)

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Statement of Need: While participation in advanced courses (AP & IB), accompanying exams, and college placement test (SAT) has increased in past years, students are not yet reaching their full potential in areas of reading and writing as measured on the ACT, SAT, and PARCC tests. Inconsistent implementation and improvement of literacy and relevant learning has been measured via data collected during school wide testing, Standards based quarterly assessments, regular implementation surveys, walkthroughs, and supervisory visits.

Goal: 90% of all students will reach proficiency with ELA standard RI 9-10.1 and RI 11-12.1 as measured on standards based quarterly assessments. Additionally, 75% of all students will meet proficiency on academic writing as measured by the PARCC/College Board rubric for the schoolwide SLO.

Action Steps	Professional Development and Resources	Monitoring Implementation <ul style="list-style-type: none"> • Timeline • Person(s) Responsible 	Monitoring Effectiveness <ul style="list-style-type: none"> • Timeline • Person(s) Responsible
Build teacher capacity to implement quality literacy practices across the content areas through the use of: Cornell Notes school wide (100% implementation goal) WICOR lesson plan model (initiation year)	<ul style="list-style-type: none"> · How to Use Cornell Notes Refresher · Model Cornell Notes Lesson/ How to use Walkthrough Tool (Aug. '17) <ul style="list-style-type: none"> · New Teacher Orientation (Aug. '17) <ul style="list-style-type: none"> · Self-Reflection on Implementation (2 hr. PD) 	<ul style="list-style-type: none"> · ACT Scores · ELA Standards Based Quarterly Assessment Scores · Observations · Walkthroughs · Literacy Charter Meetings Persons Responsible: Admin: Sackett/ Fowlkes source	<ul style="list-style-type: none"> · Walkthrough tool (revised) (Leadership Team) September – December

<p>Write/Implement a school wide SLO.</p> <p>Evaluate Implementation</p>	<p>(Oct. 18, '17)</p> <ul style="list-style-type: none"> · Instructional Peer Walkthroughs focused on Cornell Notes (Sept-Dec '17) · Introduction and Rollout of WICOR format (2 hr. PD) (Dec. 7, '17) · Instructional Peer Walkthroughs of demo WICOR classrooms <p>(Jan-May '17) · Using Writing as a Tool for Learning (2 hr PD)</p> <p>(Feb 7, '18)</p>	<p>Unit 1: Whitley, Goforth, Instructional Leaders, Literacy Charter</p>	<p>Group teachers by departments to complete SLO's Reading v. Writing Grade SLO's/ formative assessments as content teams (Admin Team – September – November)</p>
	<ul style="list-style-type: none"> · October 18, 2017 2 Hr. PD- Rollout School-wide SLO · Rubric training · Norming of scoring <p>ELA-Literacy Standards</p>	<p>Instructional leaders will monitor progress on SLO's</p>	<p>All subjects create questions in UNIFY that align to the ELA standards. (Department Chairs, Administrative Liaisons, Leadership Team)</p> <p>Use collaborative planning to create CFAs to monitor</p>

			achievement. (Content team leads, department chairs, and Admin – Yearly)
	<p>RI, RL, RST, RH-9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W-9-10.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Content Team leads through collaborative planning. Department Chairs through departmental meetings.</p> <p>Walkthrough – share-out in each department meeting and leadership meetings. (Admin and department chairs)</p>	<p>All subjects create questions in UNIFY that align to the ELA standards. (Department Chairs, Administrative Liaisons, Leadership Team)</p> <p>Use collaborative planning to create CFAs to monitor achievement. (Content team leads, department chairs, and Admin – Yearly)</p>